2000 Wisconsin Reading Comprehension Test:

An Assessment of Primary-Level Reading at Grade Three

Test Results Interpretive Guide

EMBARGO

Information in the Wisconsin Reading Comprehension Test Reports and the *Test Results Interpretive Guide* is not to be released until

JULY 17, 2000

Results from the Wisconsin Reading Comprehension Test are embargoed and are not to be released or revealed locally by any school or district until July 17, 2000, when the Department of Public Instruction releases statewide results. Please review your district results so you are prepared to communicate with your constituents and local media after July 17, 2000. Thank you for your cooperation.

Wisconsin Department of Public Instruction • John T. Benson, State Superintendent • Madison, Wisconsin

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Wisconsin Reading Comprehension Test Results

Introduction

This booklet is intended to help districts understand and use the results of the 2000 Wisconsin Reading Comprehension Test: An Assessment of Primary-Level Reading at Grade Three. From 1989 through 1995, this test was called the Third Grade Reading Test.

Three statewide reports are presented in this booklet, as are samples of the district and school reports which you have received. In each case, there is a brief description and explanation of the report.

The Wisconsin Reading Comprehension Test was designed to gather three types of information:

- Reading Comprehension
- Prior Knowledge
- Reading Strategies

Although information was collected in each of the areas above, the performance standards are based only on the reading comprehension items. The information about reading strategies and prior knowledge was collected for the purpose of interpreting results on the comprehension items.

The statewide performance standards for the comprehension items on the test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a statewide panel of third grade teachers and district reading specialists. Results for the 2000 Wisconsin Reading Comprehension Test are reported in relation to these standards as the numbers and percents of students whose scores were in the Advanced, Proficient, Basic, and Minimal proficiency levels.

Standard (r), the Wisconsin Reading Comprehension Test standard, requires that district performance on the comprehension items be compared to statewide performance. The reports described on pages 7, 11, 14, and 20 accomplish this purpose.

The other reports described in this guide provide information which may assist districts in understanding and interpreting their results. For example, as you compare district and school results with the state performance data, it may be helpful to refer to the relationships between the reading comprehension scores and the scores on the prior knowledge and reading strategy questions. Likewise, the other reports may include information which can be used to explain and interpret the results for your district and schools within the district.

Contents

Wisconsin Reading Comprehension Test: Facts, Suggestions, and Caveats

Features of the test, information about the proficiency levels, and suggestions for interpreting, using, and reporting test results are provided. Pages 4-6

Statewide Reports

These three reports show actual statewide data with which you can compare your district performance.

1. **Proficiency Levels:** shows which comprehension scores fall into each category: Advanced, Proficient, Basic, and Minimal proficiency levels Page 7

2. **Statewide Performance of Students on the Reading Comprehension Test Related to Size of District:** shows how students in four different district size categories performed on the test Page 8

3. **Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged:** shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged Page 9

Sample District and School Reports

These sample reports were developed by Office of Educational Accountability staff to assist school districts in interpreting the reports provided by the scoring contractor.

1. **Student Roster:** shows individual student performance on each part of the test and averages for the district and school Page 10

2. **Comprehension Score Frequency Distribution:** shows the number and percent of students receiving each of the possible comprehension scores, ranging from 0 through 69 points; also shows the cumulative frequency and cumulative percent Page 11

3. **Report of Third Grade Students Tested and Not Tested:** shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested (absent, S/Dis, and LEP) Pages 12 & 13

4. **Comprehension Performance Report for All Students and Students by Demographic Group:** shows average comprehension scores for all students and by gender, ethnicity, and other demographic groups for the state, district, and school Pages 14 & 15

5. **Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores:** shows how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions Page 16

6. **Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage:** shows how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores Page 17

7. **Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage:** shows how students' responses to the reading strategy questions relate to the students' reading comprehension scores Page 18

8. **Parent/Guardian Report:** one Parent/Guardian Report is provided for each child; shows student score and proficiency level Page 19

9. **Comprehension Performance Report Summary by District and by School Within District:** an alphabetical listing of all Wisconsin school districts and schools within districts showing the numbers and percentages of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels; also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested Page 20

10. **Item Analysis:** shows state-level percentages and district-level numbers and percentages of students selecting each answer choice for each test question Page 21

Note: As a result of rounding, the figures on the reports do not always total 100%

THE 2000 WISCONSIN READING COMPREHENSION TEST: FACTS, SUGGESTIONS, AND CAVEATS

Features of the Test

1. The test has four purposes:

   - to identify the reading level of individual students with respect to statewide proficiency levels
   - to provide districts with information that will help them evaluate the effectiveness of their primary reading programs
   - to allow school districts to compare the performance of their students with state proficiency levels
   - to provide data for meeting federal and state statutory requirements with respect to student assessment

2. The reading passages on the test range in length from about 600 to 900 words for the nonfiction passage, and from about 1,000 to 1,500 words for each of the fiction passages. The majority of the comprehension questions are inferential.

3. The 2000 test consisted of three reading passages (two fiction and one nonfiction). Each passage was followed by a set of questions that measured reading comprehension. The students' test scores were based only on the reading comprehension questions. The test included 63 multiple-choice reading comprehension questions and two short-answer reading comprehension questions. The short-answer questions asked students to provide the answers, rather than selecting from given answer choices as in the multiple-choice questions. A student's response to each short-answer question on the 2000 test received three points for a correct response, two points for a partially correct response, one point for a minimal attempt, and zero points for an incorrect response. For each of the 63 multiple-choice questions answered correctly, a student received one point. A student's score for the multiple-choice questions was combined with the student's scores for the short-answer questions to produce the student's reading comprehension score for the test. The maximum possible score on the 2000 test was 69 points.

4. Scores on the reading strategy and prior knowledge items can be used to explain variations in the comprehension scores.

5. The test was developed by Wisconsin educators and MetriTech, Inc., under the direction of the Department of Public Instruction (DPI) and the State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee. The steps in test development included the following: passage selection, item development, field testing, analysis of field test results, test revision, bias review, and preparation of the final test. The test was scored by MetriTech, Inc., under the direction of the DPI.

The Performance Standards and Proficiency Levels

1. The performance standards are based only on the comprehension items.

2. The performance standards for the 2000 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported in Minimal, Basic, Proficient, and Advanced proficiency levels.

Interpreting, Using, and Reporting Test Results

1. Guard against generalizing from the results of the Wisconsin Reading Comprehension Test to the total school or district educational program.

2. Performance on the Wisconsin Reading Comprehension Test reflects the entire K-3 instructional program, not just the third grade program/teacher.

3. If small numbers of students are tested, the performance of the group is affected significantly by a few high-performing or low-performing students. When small numbers of students are tested in a school or district, there may be a significant variation from one year to the next.

4. Be careful about reporting results by demographic groups, particularly if the numbers are small, such that individual students might be identified. Districts and schools should take appropriate steps to protect the privacy of individual students.

5. If significant differences exist among schools in your district, consider carefully how you will phrase your explanation to the school board and other audiences. The results on prior knowledge and reading strategies may provide information which is helpful to explain the results. Additional factors, such as the number of students tested at each school and various demographic characteristics may account for differences among schools. (Also keep in mind that there is variation among districts and schools in terms of the number and percent of S/Dis and LEP students who were not tested. The decision to test students was a district decision, based on DPI guidelines.)

6. The rule for Standard (r) requires the Department of Public Instruction to report each school district's test results, for the school district and for each school in the district, to the school district board.

7. Standard (r) does not require reporting the results for each student to the student's parent or guardian. The Parent/Guardian Reports are provided should you choose to report to the parents or guardians.

8. Districts must *consider* students who score in the Minimal proficiency level on the Wisconsin Reading Comprehension Test as *possible* candidates for remedial reading services. Standard (c) requires each school district to provide remedial reading services for pupils in grades kindergarten through four if:

   - the pupil fails to meet the reading objectives specified in the school district's reading curriculum plan; or

   - the pupil fails to score above the Minimal proficiency level on the Standard (r) Wisconsin Reading Comprehension Test, and

     a. the pupil's parent or guardian and a teacher agree that the pupil's test performance accurately reflects his or her reading ability, or

     b. a teacher determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects his or her reading ability.

   Additionally, Standard (c) requires that if fewer than 80% of the pupils score above the Minimal proficiency level, either in the district or in any school in the district, the district shall develop a written plan which includes the following:

   a. a description of how the district will provide remedial reading services,

   b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies, and

   c. an assessment of the school district or individual school's reading program.

9. Read the test carefully before you discuss the results with representatives of the media, members of the school board, etc. More detailed information about the Wisconsin Reading Comprehension Test (WRCT) may be found on the WRCT website: http://www.dpi.wi.us/dpi/oea/wrct3.html

10. The State Superintendent of Public Instruction will report statewide results on July 17, 2000. Test results are embargoed until that date. An alphabetical listing of all districts and schools within districts will be reported. This listing will show the percent of students whose scores were Minimal, Basic, Proficient, and Advanced. Also included in this listing will be the number and percent of students not tested.

The 2001 Test

The 2001 test will consist of new passages but will be similar in format to the test used in 2000. There will be a three-week testing period: March 5-23, 2001.

Statewide Reports

The following three reports on pages 7-9 show actual statewide data with which you can compare your district performance data.

Proficiency Levels

This report appears as the first page of the Comprehension Performance Report Summary by District and by School Within District. It shows which comprehension scores fall into each proficiency level: Advanced, Proficient, Basic, and Minimal. The performance standards for the 2000 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent after considering the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Panel members had recommended performance standards, based on their professional judgment regarding what are appropriate reading proficiency levels for third grade students. A general description of each proficiency level is shown below:

Advanced Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.

Proficient Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score shows evidence of skills necessary for progress in the academic content area tested.

Basic Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.

Minimal Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.

2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Proficiency Levels

Proficiency Level	Comprehension Score
Advanced	63 or more points
Proficient	from 46 through 62 points
Basic	from 28 through 45 points
Minimal	from 0 through 27 points

Students Not Tested

The *Comprehension Performance Report Summary by District and by School Within District* includes a column called "Total Number of Students Not Tested." The figures in this column represent the numbers of students not tested in each school and district.

Students were **not** tested for one of four reasons:

1. **Absent.** These students were absent during the testing period, including makeup testing sessions.
2. **Students with Disabilities (S/Dis).** Based on DPI guidelines for testing Students with Disabilities, districts determined that the Reading Comprehension Test was inappropriate for these students.
3. **Limited English Proficient (LEP).** These students were not tested because their English language skills did not meet criterion (e), as defined under the DPI rules in the Wisconsin Code (PI 12.03(3)): "Understands and speaks English well but needs assistance in reading and writing in English to achieve at a level appropriate for his or her age or grade."
4. **Section 504 Disabilities (Sec. 504).** Based on DPI guidelines for testing students with disabilities under Sec. 504 of the Rehabilitation Act of 1973, districts determined that the Reading Comprehension Test was inappropriate for these students.

Note: On the following pages of this report, to protect the privacy of individual students, data are not reported for districts or schools with five or fewer students enrolled in third grade. In these cases, dashes will appear in the data columns.

Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

Note: Districts will not receive separate copies of this report.

This report shows how students in four different district size categories performed on the test.

The first table lists the number of districts in each size category and the average comprehension score for the students. The bar graphs are shaded to show the proportion of students falling into each of the four performance categories. Percentages less than 3% are not printed on the bars.

The second table shows the number of students who were tested in each of the four district size categories and the numbers of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels.

2000 Wisconsin Reading Comprehension Test

An Assessment of Primary-Level Reading at Grade Three

Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

District Size	Number of Districts	Average Comp. Score		Percent of Students in Each Proficiency Level
		Number	Percent	10 20 30 40 50 60 70 80 90
10,000 or more	11	51.7	74.9%	7 21 49 24
4,000 - 9,999	28	55.7	80.7%	13 51 33
1,000 - 3,999	169	55.6	80.6%	13 52 32
999 or less	209	55.1	79.8%	14 53 30

District Size	Number of Third Grade Students Tested	Number of Students in Each Proficiency Level			
		Minimal	Basic	Proficient	Advanced
10,000 or more	17,364	1,254	3,561	8,457	4,092
4,000 - 9,999	10,897	328	1,437	5,529	3,603
1,000 - 3,999	22,580	704	2,973	11,735	7,168
999 or less	8,144	284	1,123	4,326	2,411

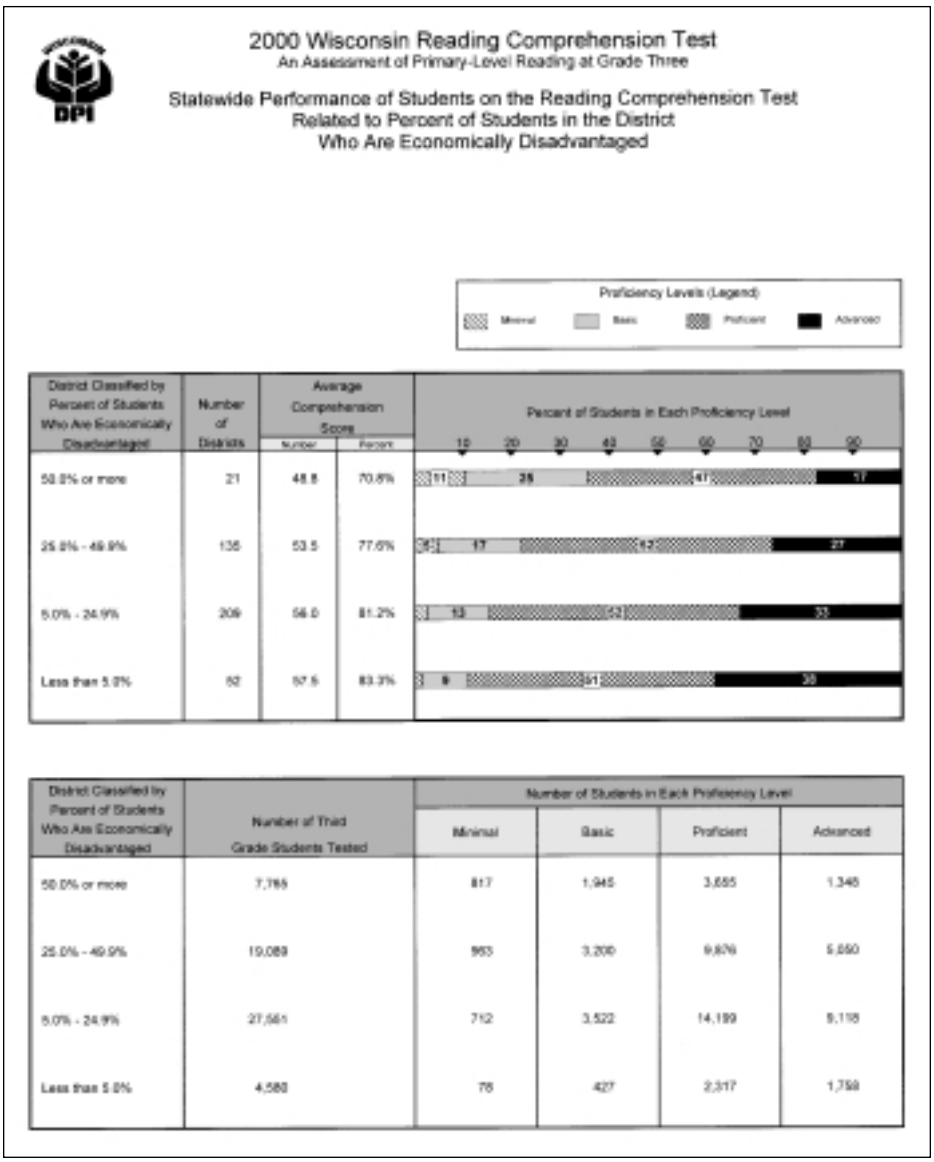
Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged

Note: Districts will not receive separate copies of this report.

This report shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged. An “economically disadvantaged” student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch (< = 185% of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students consistent with this DPI definition.

In the first table, districts are classified into four categories, based on the percent of children who are economically disadvantaged: 50.0% or more, 25.0-49.9%, 5.0-24.9%, and less than 5.0%. The number of districts in each category and the average comprehension score of the students are shown in the next two columns. (Note: the comprehension scores are for all students in the district, not just those who are economically disadvantaged.) The bar charts are shaded to show the proportion of students falling into each of the four proficiency levels. Percentages less than 3% are not printed on the bars.

The second table shows the number of economically disadvantaged students in each of the four categories and the numbers of students whose scores were Minimal, Basic, Proficient, and Advanced.



2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Statewide Performance of Students on the Reading Comprehension Test
Related to Percent of Students in the District
Who Are Economically Disadvantaged

Proficiency Levels (Legend): Minimal, Basic, Proficient, Advanced

District Classified by Percent of Students Who Are Economically Disadvantaged	Number of Districts	Average Comprehension Score: Number	Average Comprehension Score: Percent	Percent of Students in Each Proficiency Level
50.0% or more	21	48.8	70.8%	11 / 28 / 41 / 17
25.0% - 49.9%	135	53.5	77.6%	5 / 17 / 42 / 27
5.0% - 24.9%	209	56.0	81.2%	13 / 42 / 33
Less than 5.0%	52	57.5	83.3%	9 / 41 / 38

District Classified by Percent of Students Who Are Economically Disadvantaged	Number of Third Grade Students Tested	Number of Students in Each Proficiency Level: Minimal	Basic	Proficient	Advanced
50.0% or more	7,765	817	1,945	3,655	1,348
25.0% - 49.9%	19,089	955	3,200	9,876	5,050
5.0% - 24.9%	27,561	712	3,522	14,189	9,118
Less than 5.0%	4,580	78	427	2,317	1,758

Sample District and School Reports

The sample reports which follow are included to assist in interpreting the reports from the scoring contractor. In 2000, reports were sent to districts in two shipments. Shipment #1 included the Student Roster and Parent/Guardian reports. All other reports were included in Shipment #2.

Student Roster

The Student Roster report shows individual student performance on each part of the test. At the end of the report are averages for the district and school. (Note: This report was sent to districts in Shipment #1.)

Maximum Possible Score is the highest score that can be obtained on each part of the test.

Total Comp. (Total Comprehension) is the comprehension score of each student for the three passages.

Prof. Level (Proficiency Level) shows whether the student's score was Minimal, Basic, Proficient, or Advanced on the comprehension items.

The three columns under **Comprehension** show each student's comprehension score for each passage.

The three columns under **Prior Knowledge** show the number of prior knowledge items the student answered correctly for each passage.

The three columns under **Reading Strategy** show the number of reading strategy items related to each passage that the student answered correctly.

2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

PAGE 1

STUDENT ROSTER

District Name: SAMPLE SCHOOL DIST
School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

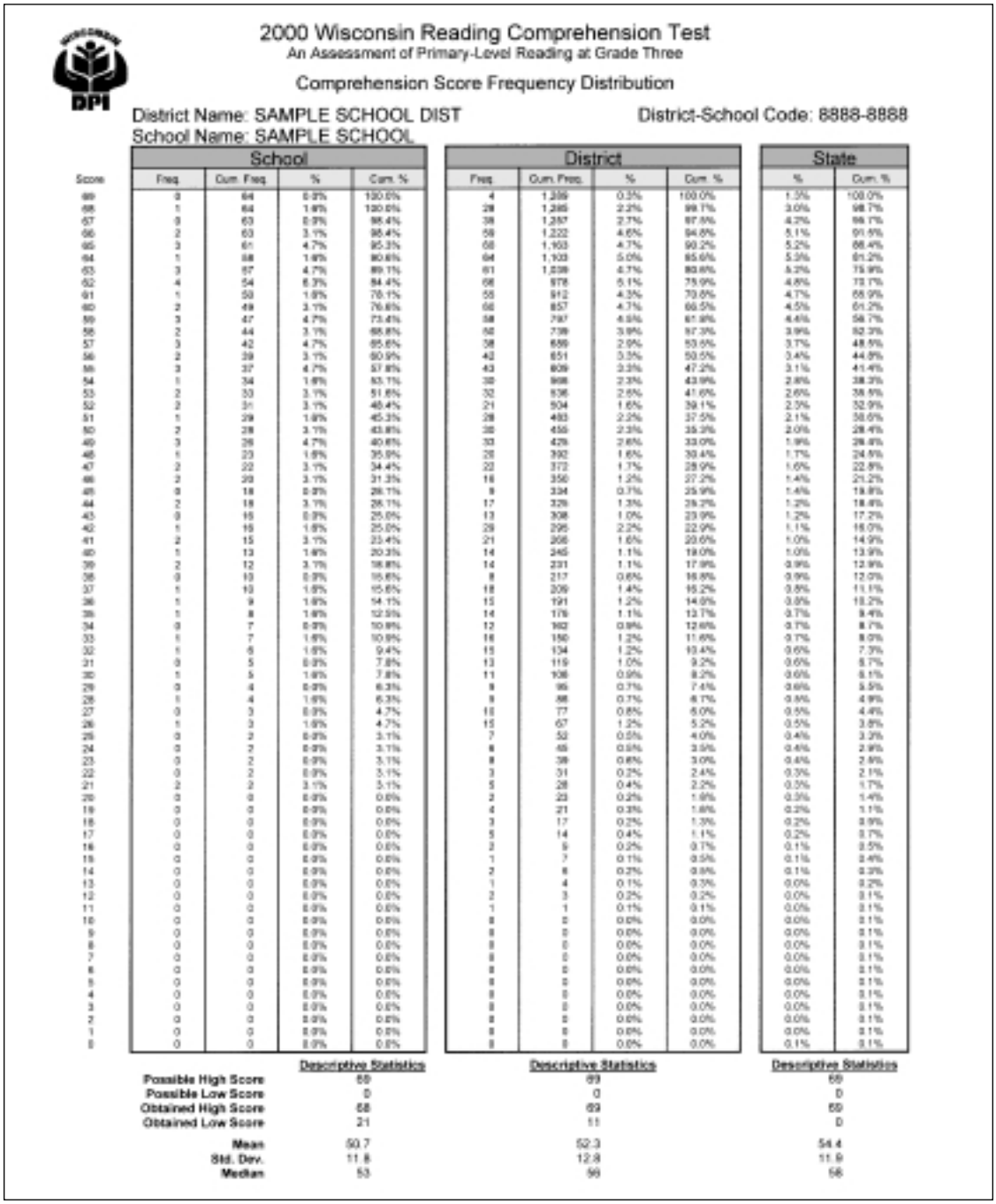
Student Name	Total Comp.	Prof. Level	Comprehension			Prior Knowledge			Reading Strategy		
			Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3
Maximum Possible Score ➡	69	--	22	26	21	6	7	6	5	7	5
STUDENT, SAMPLE A.	63	Advanced	20	23	20	5	5	5	4	6	3
STUDENT, SAMPLE B.	42	Basic	16	14	12	6	7	2	3	6	2
STUDENT, SAMPLE C.	57	Proficient	20	19	18	5	7	5	5	7	4
STUDENT, SAMPLE D.	65	Advanced	20	26	21	6	6	4	5	7	5
STUDENT, SAMPLE E.	60	Proficient	19	21	20	5	6	4	5	6	3
STUDENT, SAMPLE F.	53	Proficient	15	21	17	5	4	3	4	7	5
STUDENT, SAMPLE G.	59	Proficient	18	22	19	6	5	4	5	6	5
STUDENT, SAMPLE H.	30	Basic	9	10	11	4	4	2	5	4	2
STUDENT, SAMPLE I.	59	Proficient	20	21	18	6	6	6	5	7	4
STUDENT, SAMPLE J.	21	Minimal	9	8	4	5	3	2	4	4	2
STUDENT, SAMPLE K.	64	Advanced	22	21	21	6	6	5	5	7	4
STUDENT, SAMPLE L.	62	Proficient	21	22	19	5	4	5	4	7	4
STUDENT, SAMPLE M.	60	Proficient	19	22	20	4	4	3	5	5	5
STUDENT, SAMPLE N.	66	Advanced	22	23	21	6	6	5	5	7	4
STUDENT, SAMPLE O.	54	Proficient	20	15	19	4	4	1	5	7	5
STUDENT, SAMPLE P.	58	Proficient	18	20	18	5	4	3	4	6	3
STUDENT, SAMPLE Q.	51	Proficient	18	16	19	4	5	2	5	6	2
STUDENT, SAMPLE R.	36	Basic	13	20	6	6	7	2	5	5	4
STUDENT, SAMPLE S.	65	Advanced	21	23	21	6	6	5	5	6	4
STUDENT, SAMPLE T.	57	Proficient	18	24	15	6	6	4	3	3	3
STUDENT, SAMPLE U.	57	Proficient	17	25	15	5	5	4	2	6	2
STUDENT, SAMPLE V.	62	Proficient	20	23	19	6	7	5	5	7	4
STUDENT, SAMPLE W.	56	Proficient	21	18	17	5	5	6	3	5	5
STUDENT, SAMPLE X.	33	Basic	11	11	11	4	5	2	3	3	2
STUDENT, SAMPLE Y.	33	Basic	6	18	9	4	5	3	3	2	2
STUDENT, SAMPLE Z.	37	Basic	15	10	12	6	6	5	5	6	5
School Average	56.7		18.8	18.1	15.8	4.9	5.4	3.8	4.3	5.9	3.7
District Average	52.3		17.1	18.6	16.6	5.1	5.7	4.4	4.2	6.0	4.0

Comprehension Score Frequency Distribution

The Comprehension Score Frequency Distribution report shows the number and percent of students receiving each of the possible scores, ranging from 0 through 69 points. Also shown are the cumulative frequencies and cumulative percentages.

In the example report shown, 17 students in the district received a score of 44. This represents 1.3% of the students in the district. The Cumulative Frequency indicates the number of students in the district who received a score of 44 or less, in this case, 325. The Cumulative Percent indicates the percent of students in the district who received a score of 44 or less, in this case, 25.2%.

At the bottom of the report are descriptive statistics. The Possible High and Low Scores are given. The Obtained High Score and Obtained Low Score show the highest and lowest scores obtained by students at the school, district, and state levels. Also shown are the mean, standard deviation, and median for the school, district, and state.



2000 Wisconsin Reading Comprehension Test

An Assessment of Primary-Level Reading at Grade Three

Comprehension Score Frequency Distribution

District Name: SAMPLE SCHOOL DIST

School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

Score	School				District				State	
	Freq.	Cum. Freq.	%	Cum. %	Freq.	Cum. Freq.	%	Cum. %	%	Cum. %
69	0	64	0.0%	100.0%	4	1,389	0.3%	100.0%	1.3%	100.0%
68	1	64	1.6%	100.0%	28	1,385	2.2%	99.7%	3.0%	98.7%
67	0	63	0.0%	98.4%	38	1,357	2.7%	97.5%	4.2%	95.7%
66	2	63	3.1%	98.4%	59	1,222	4.6%	94.8%	5.1%	91.5%
65	3	61	4.7%	95.3%	68	1,163	4.7%	90.2%	5.2%	86.4%
64	1	58	1.6%	90.6%	64	1,103	5.0%	85.6%	5.3%	81.2%
63	3	57	4.7%	89.1%	61	1,039	4.7%	80.6%	5.2%	75.9%
62	4	54	6.3%	84.4%	68	978	5.1%	75.9%	4.8%	70.7%
61	1	50	1.6%	78.1%	55	910	4.3%	70.8%	4.7%	65.9%
60	2	49	3.1%	76.6%	66	857	4.7%	66.5%	4.5%	61.2%
59	3	47	4.7%	73.4%	58	797	4.5%	61.8%	4.4%	56.7%
58	2	44	3.1%	68.8%	50	739	3.9%	57.3%	3.9%	52.3%
57	3	42	4.7%	65.6%	58	689	2.9%	53.5%	3.7%	48.5%
56	2	39	3.1%	60.9%	42	651	3.3%	50.5%	3.4%	44.8%
55	3	37	4.7%	57.8%	43	609	3.3%	47.2%	3.1%	41.4%
54	1	34	1.6%	53.1%	30	566	2.3%	43.9%	2.8%	38.3%
53	2	33	3.1%	51.6%	32	536	2.5%	41.6%	2.6%	35.5%
52	2	31	3.1%	48.4%	21	504	1.6%	39.1%	2.3%	32.9%
51	1	29	1.6%	45.3%	28	483	2.2%	37.5%	2.1%	30.6%
50	2	28	3.1%	43.8%	30	455	2.3%	35.3%	2.0%	28.4%
49	3	26	4.7%	40.6%	33	429	2.6%	33.0%	1.9%	26.5%
48	1	23	1.6%	35.9%	20	392	1.6%	30.4%	1.7%	24.5%
47	2	22	3.1%	34.4%	22	372	1.7%	28.9%	1.6%	22.8%
46	2	20	3.1%	31.3%	16	350	1.2%	27.2%	1.4%	21.2%
45	0	18	0.0%	28.1%	9	334	0.7%	25.9%	1.4%	19.8%
44	2	18	3.1%	28.1%	17	325	1.3%	25.2%	1.2%	18.4%
43	0	16	0.0%	25.0%	13	308	1.0%	23.9%	1.2%	17.2%
42	1	16	1.6%	25.0%	29	295	2.2%	22.9%	1.1%	16.0%
41	2	15	3.1%	23.4%	21	266	1.6%	20.6%	1.0%	14.9%
40	1	13	1.6%	20.3%	14	245	1.1%	19.0%	1.0%	13.9%
39	2	12	3.1%	18.8%	14	231	1.1%	17.9%	0.9%	12.9%
38	0	10	0.0%	15.6%	8	217	0.6%	16.8%	0.9%	12.0%
37	1	10	1.6%	15.6%	18	209	1.4%	16.2%	0.8%	11.1%
36	1	9	1.6%	14.1%	15	191	1.2%	14.8%	0.8%	10.2%
35	1	8	1.6%	12.5%	14	176	1.1%	13.7%	0.7%	9.4%
34	0	7	0.0%	10.9%	12	162	0.9%	12.6%	0.7%	8.7%
33	1	7	1.6%	10.9%	16	150	1.2%	11.6%	0.7%	8.0%
32	1	6	1.6%	9.4%	15	134	1.2%	10.4%	0.6%	7.3%
31	0	5	0.0%	7.8%	13	119	1.0%	9.2%	0.6%	6.7%
30	1	5	1.6%	7.8%	11	106	0.9%	8.2%	0.6%	6.1%
29	0	4	0.0%	6.3%	9	95	0.7%	7.4%	0.6%	5.5%
28	1	4	1.6%	6.3%	9	86	0.7%	6.7%	0.6%	4.9%
27	0	3	0.0%	4.7%	10	77	0.8%	6.0%	0.5%	4.4%
26	1	3	1.6%	4.7%	15	67	1.2%	5.2%	0.5%	3.8%
25	0	2	0.0%	3.1%	7	52	0.5%	4.0%	0.4%	3.3%
24	0	2	0.0%	3.1%	8	45	0.6%	3.5%	0.4%	2.9%
23	0	2	0.0%	3.1%	8	39	0.6%	3.0%	0.4%	2.5%
22	0	2	0.0%	3.1%	3	31	0.2%	2.4%	0.3%	2.1%
21	2	2	3.1%	3.1%	5	28	0.4%	2.2%	0.3%	1.7%
20	0	0	0.0%	0.0%	2	23	0.2%	1.8%	0.3%	1.4%
19	0	0	0.0%	0.0%	4	21	0.3%	1.6%	0.3%	1.1%
18	0	0	0.0%	0.0%	3	17	0.2%	1.3%	0.2%	0.9%
17	0	0	0.0%	0.0%	5	14	0.4%	1.1%	0.2%	0.7%
16	0	0	0.0%	0.0%	2	9	0.2%	0.7%	0.1%	0.5%
15	0	0	0.0%	0.0%	1	7	0.1%	0.5%	0.1%	0.4%
14	0	0	0.0%	0.0%	2	6	0.2%	0.5%	0.1%	0.3%
13	0	0	0.0%	0.0%	1	4	0.1%	0.3%	0.0%	0.2%
12	0	0	0.0%	0.0%	2	3	0.2%	0.2%	0.0%	0.1%
11	0	0	0.0%	0.0%	1	1	0.1%	0.1%	0.0%	0.1%
10	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
9	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
8	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
7	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
6	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
5	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
4	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
3	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
2	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
1	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
0	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.1%	0.1%

	Descriptive Statistics	Descriptive Statistics	Descriptive Statistics
Possible High Score	69	69	69
Possible Low Score	0	0	0
Obtained High Score	68	69	69
Obtained Low Score	21	11	0
Mean	50.7	52.3	54.4
Std. Dev.	11.8	12.8	11.9
Median	53	55	56

Note: The two reports described on pages 12 and 13 are both printed on the same page in the reports provided by the scoring contractor.

Report of Third Grade Students Tested and Not Tested

This report shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested.

2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Report of Students
Tested and Not Tested

District Name: SAMPLE SCHOOL DIST District-School Code: 8888-8888

School Name: SAMPLE SCHOOL

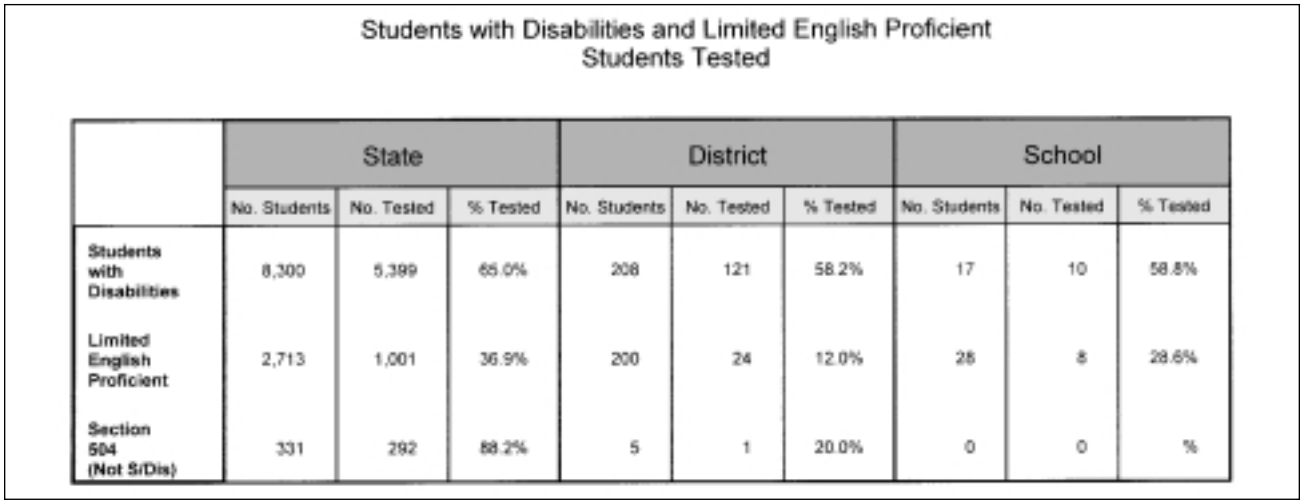
	State		District		School	
	Number	Percent	Number	Percent	Number	Percent
Total Students Enrolled	63,575	100.0%	1,543	100.0%	90	100.0%
Students Tested	58,985	92.8%	1,289	83.5%	64	71.1%
Students EXCLUDED from Testing						
Absent	210	0.3%	5	0.3%	0	0.0%
Students with Disabilities	2,744	4.3%	81	5.2%	6	6.7%
Limited English Proficient	1,631	2.6%	168	10.9%	20	22.2%
Section 504 (Not S/Dis)	5	0.0%	0	0.0%	0	0.0%
Total Students Excluded	4,590	7.2%	254	16.5%	26	28.9%

In this example report, the district had 1,543 students enrolled in the third grade. Of these students, 1,289 were tested. Of the students not tested, 5 were absent, 81 were excluded because they were Students with Disabilities and 168 were excluded because of Limited English Proficiency.

Total Students Excluded is the sum of students who were not tested for all reasons.

Students with Disabilities and Limited English Proficient Students Tested

This report shows the number of Students with Disabilities and Limited English Proficient students for the state, district, and school. The number and percent of these students tested are also shown.



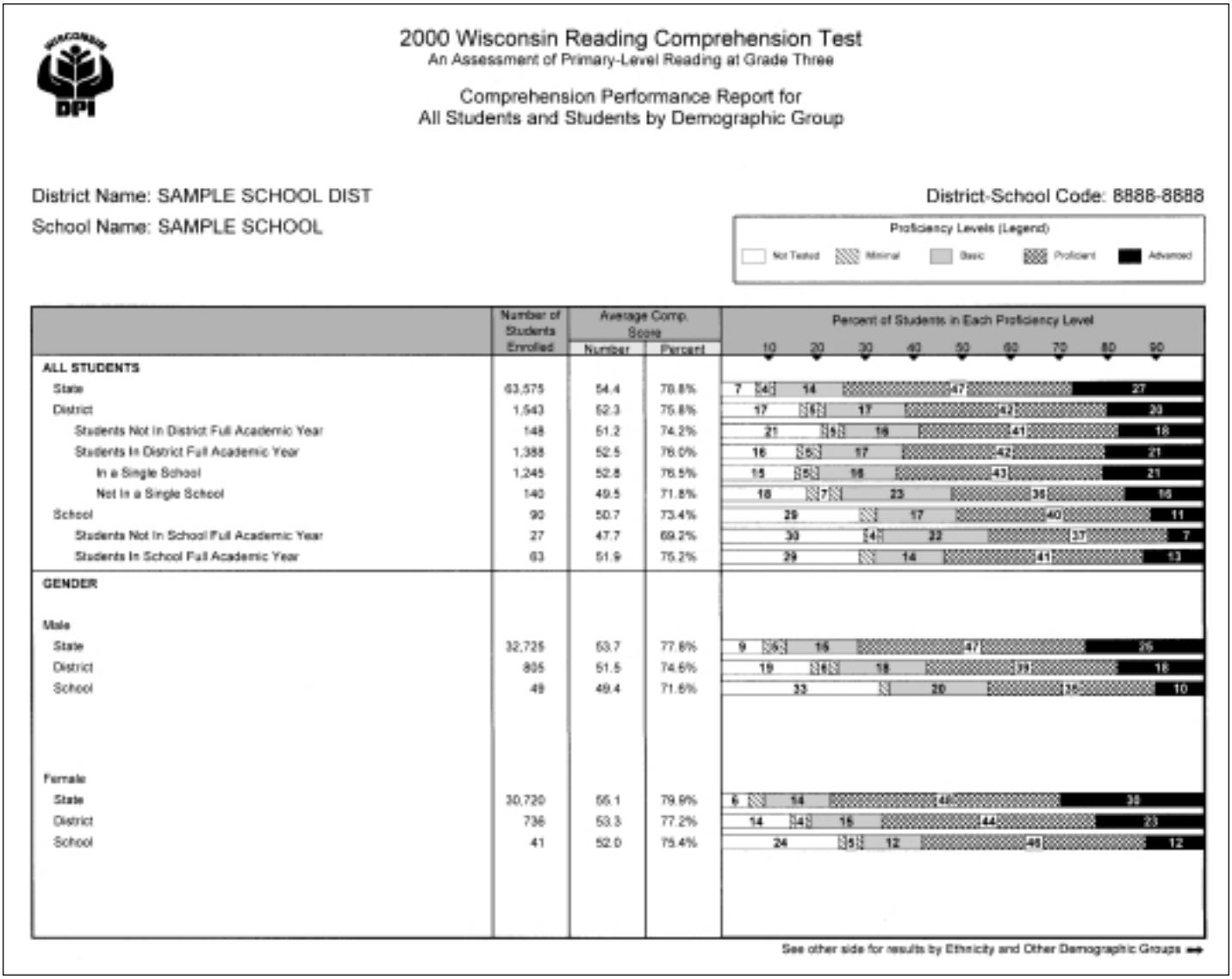
Students with Disabilities and Limited English Proficient
Students Tested

	State			District			School		
	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested
Students with Disabilities	8,300	5,399	65.0%	208	121	58.2%	17	10	58.8%
Limited English Proficient	2,713	1,001	36.9%	200	24	12.0%	28	8	28.6%
Section 504 (Not S/Dis)	331	292	88.2%	5	1	20.0%	0	0	%

In the above example, there are 208 third grade students in the district who were Students with Disabilities. Of this number, 121 or 58.2% were tested.

Comprehension Performance Report for All Students and Students by Demographic Group

This two-sided report, shown on pages 14 and 15, summarizes comprehension scores for all students and by gender, ethnicity, and several other demographic categories. Results are shown for the state, district, and school.



2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Comprehension Performance Report for
All Students and Students by Demographic Group

District Name: SAMPLE SCHOOL DIST
School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

Proficiency Levels (Legend)
Not Tested | Minimal | Basic | Proficient | Advanced

	Number of Students Enrolled	Average Comp. Score Number	Average Comp. Score Percent	Percent of Students in Each Proficiency Level
ALL STUDENTS				
State	63,575	54.4	78.8%	7 | 14 | 47 | 27
District	1,543	52.3	75.8%	17 | 6 | 17 | 42 | 20
Students Not In District Full Academic Year	148	51.2	74.2%	21 | 5 | 16 | 41 | 16
Students In District Full Academic Year	1,388	52.5	76.0%	16 | 6 | 17 | 42 | 21
In a Single School	1,245	52.8	76.5%	15 | 5 | 16 | 43 | 21
Not In a Single School	140	49.5	71.8%	18 | 7 | 23 | 36 | 16
School	90	50.7	73.4%	29 | 17 | 40 | 11
Students Not In School Full Academic Year	27	47.7	69.2%	30 | 4 | 22 | 37 | 7
Students In School Full Academic Year	63	51.9	75.2%	29 | 14 | 41 | 13
GENDER				
Male				
State	32,725	53.7	77.8%	9 | 6 | 15 | 47 | 25
District	805	51.5	74.6%	19 | 6 | 18 | 39 | 18
School	49	49.4	71.6%	33 | 20 | 35 | 10
Female				
State	30,720	55.1	79.9%	6 | 14 | 46 | 33
District	736	53.3	77.2%	14 | 4 | 15 | 44 | 23
School	41	52.0	75.4%	24 | 5 | 12 | 46 | 12

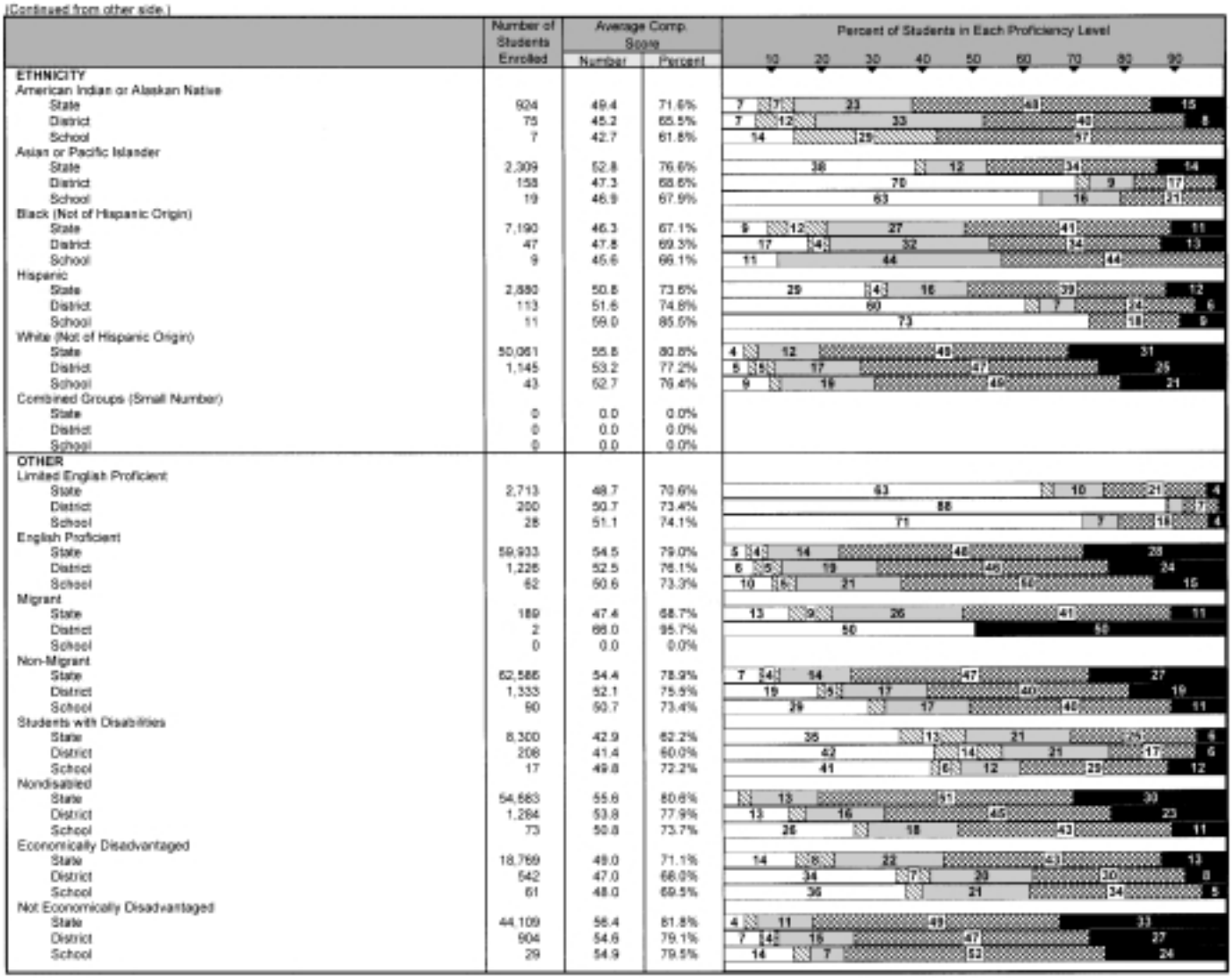
See other side for results by Ethnicity and Other Demographic Groups

The first column of numbers on this report shows the total number of all third grade students enrolled, the number of males and females enrolled, the number of students enrolled in each ethnic category, and the number of students enrolled in the other demographic categories.

The column called **Average Comp. Score** shows the average comprehension score (the number and percent of comprehension points).

The third column shows the percent of students whose scores were Minimal, Basic, Proficient, and Advanced for the state, district, and school. The three bar charts (one for the state, one for the district, and one for the school) are shaded to show the proportion of students falling into each of the four performance categories (Minimal, Basic, Proficient, and Advanced). The numbers printed on the bars are the percentages of students falling into the particular category. Percentages less than 3% are not printed on the bars.

(Continued from other side.)



	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level
		Number	Percent	10 20 30 40 50 60 70 80 90
ETHNICITY				
American Indian or Alaskan Native				
State	924	49.4	71.6%	7 7 23 48 15
District	75	45.2	65.5%	7 12 33 40 8
School	7	42.7	61.8%	14 29 57
Asian or Pacific Islander				
State	2,309	52.8	76.6%	38 12 34 14
District	158	47.3	68.6%	70 9 17
School	19	46.9	67.9%	63 16 21
Black (Not of Hispanic Origin)				
State	7,190	46.3	67.1%	9 12 27 41 11
District	47	47.8	69.3%	17 4 32 14 13
School	9	45.6	66.1%	11 44 44
Hispanic				
State	2,880	50.8	73.6%	29 4 16 39 12
District	113	51.6	74.8%	60 7 4 6
School	11	59.0	85.5%	73 18 9
White (Not of Hispanic Origin)				
State	50,061	55.8	80.8%	4 12 49 31
District	1,145	53.2	77.2%	5 5 17 47 26
School	43	52.7	76.4%	9 16 49 21
Combined Groups (Small Number)				
State	0	0.0	0.0%	
District	0	0.0	0.0%	
School	0	0.0	0.0%	
OTHER				
Limited English Proficient				
State	2,713	48.7	70.6%	63 10 21 4
District	200	50.7	73.4%	88 7 5
School	28	51.1	74.1%	71 7 18 4
English Proficient				
State	59,933	54.5	79.0%	5 4 14 48 28
District	1,226	52.5	76.1%	6 5 19 46 24
School	62	50.6	73.3%	10 6 21 48 15
Migrant				
State	189	47.4	68.7%	13 9 26 41 11
District	2	66.0	95.7%	50 50
School	0	0.0	0.0%	
Non-Migrant				
State	62,586	54.4	78.9%	7 4 14 47 27
District	1,333	52.1	75.5%	19 5 17 40 19
School	60	50.7	73.4%	39 17 40 11
Students with Disabilities				
State	8,300	42.9	62.2%	36 13 21 6
District	208	41.4	60.0%	42 14 21 17 6
School	17	49.8	72.2%	41 6 12 29 12
Nondisabled				
State	54,683	55.6	80.6%	3 13 53 30
District	1,284	53.8	77.9%	13 6 16 45 23
School	73	50.8	73.7%	26 18 43 11
Economically Disadvantaged				
State	18,769	49.0	71.1%	14 8 22 43 13
District	542	47.0	68.0%	34 7 20 30 8
School	61	48.0	69.5%	36 21 34 5
Not Economically Disadvantaged				
State	44,109	56.4	81.8%	4 11 49 33
District	904	54.6	79.1%	7 4 15 47 27
School	29	54.9	79.5%	14 7 52 24

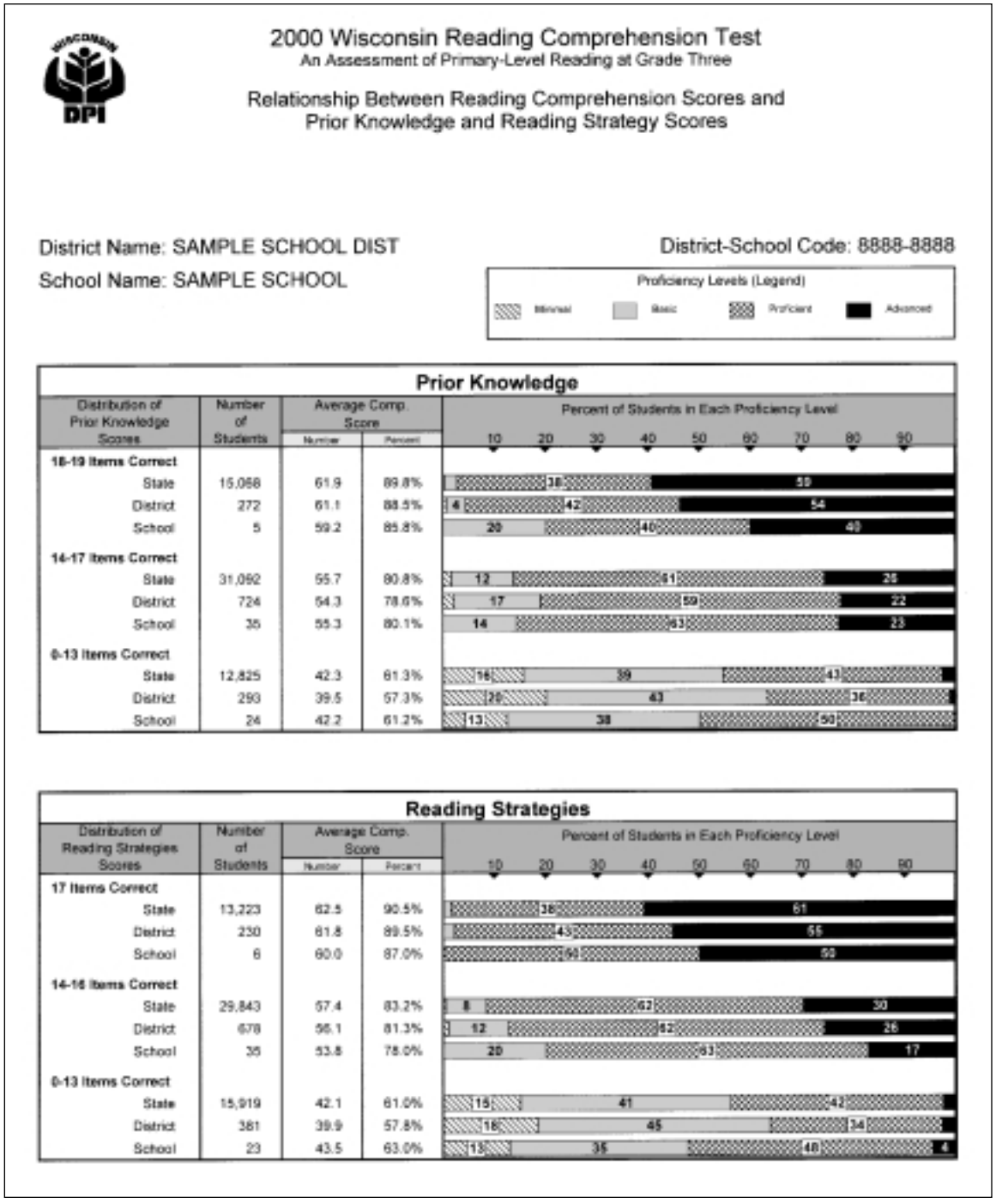
Note: Districts should avoid reporting data for small groups of students in such a way that individual students might be identified.

Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

The purpose of this report is to show how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions. The report also allows for a comparison of district and school results with the state results.

For each of the charts below, statewide frequency distributions of students' scores in prior knowledge and reading strategies for all three passages were divided into three categories.

In the example shown, at the state level, 15,068 of the students' prior knowledge scores fell into the top category. These students averaged 89.8% correct on the comprehension items. Conversely, the 12,825 students in the bottom category averaged 61.3% correct on the test.



2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

District Name: SAMPLE SCHOOL DIST
School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

Proficiency Levels (Legend)
Minimal | Basic | Proficient | Advanced

Prior Knowledge

Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score: Number	Average Comp. Score: Percent	Percent of Students in Each Proficiency Level
18-19 Items Correct				
State	15,068	61.9	89.8%	38 / 59
District	272	61.1	88.5%	4 / 42 / 54
School	5	59.2	85.8%	20 / 40 / 40
14-17 Items Correct				
State	31,092	55.7	80.8%	12 / 61 / 26
District	724	54.3	78.6%	17 / 59 / 22
School	35	55.3	80.1%	14 / 63 / 23
0-13 Items Correct				
State	12,825	42.3	61.3%	16 / 39 / 43
District	293	39.5	57.3%	20 / 43 / 36
School	24	42.2	61.2%	13 / 38 / 50

Reading Strategies

Distribution of Reading Strategies Scores	Number of Students	Average Comp. Score: Number	Average Comp. Score: Percent	Percent of Students in Each Proficiency Level
17 Items Correct				
State	13,223	62.5	90.5%	38 / 61
District	230	61.8	89.5%	43 / 55
School	6	60.0	87.0%	50 / 50
14-16 Items Correct				
State	29,843	57.4	83.2%	8 / 62 / 30
District	678	56.1	81.3%	12 / 62 / 26
School	35	53.8	78.0%	20 / 63 / 17
0-13 Items Correct				
State	15,919	42.1	61.0%	15 / 41 / 42
District	381	39.9	57.8%	16 / 45 / 34
School	23	43.5	63.0%	13 / 35 / 48 / 4

Note: The two reports described on pages 17 and 18 are printed on the same page in the reports provided by the scoring contractor.

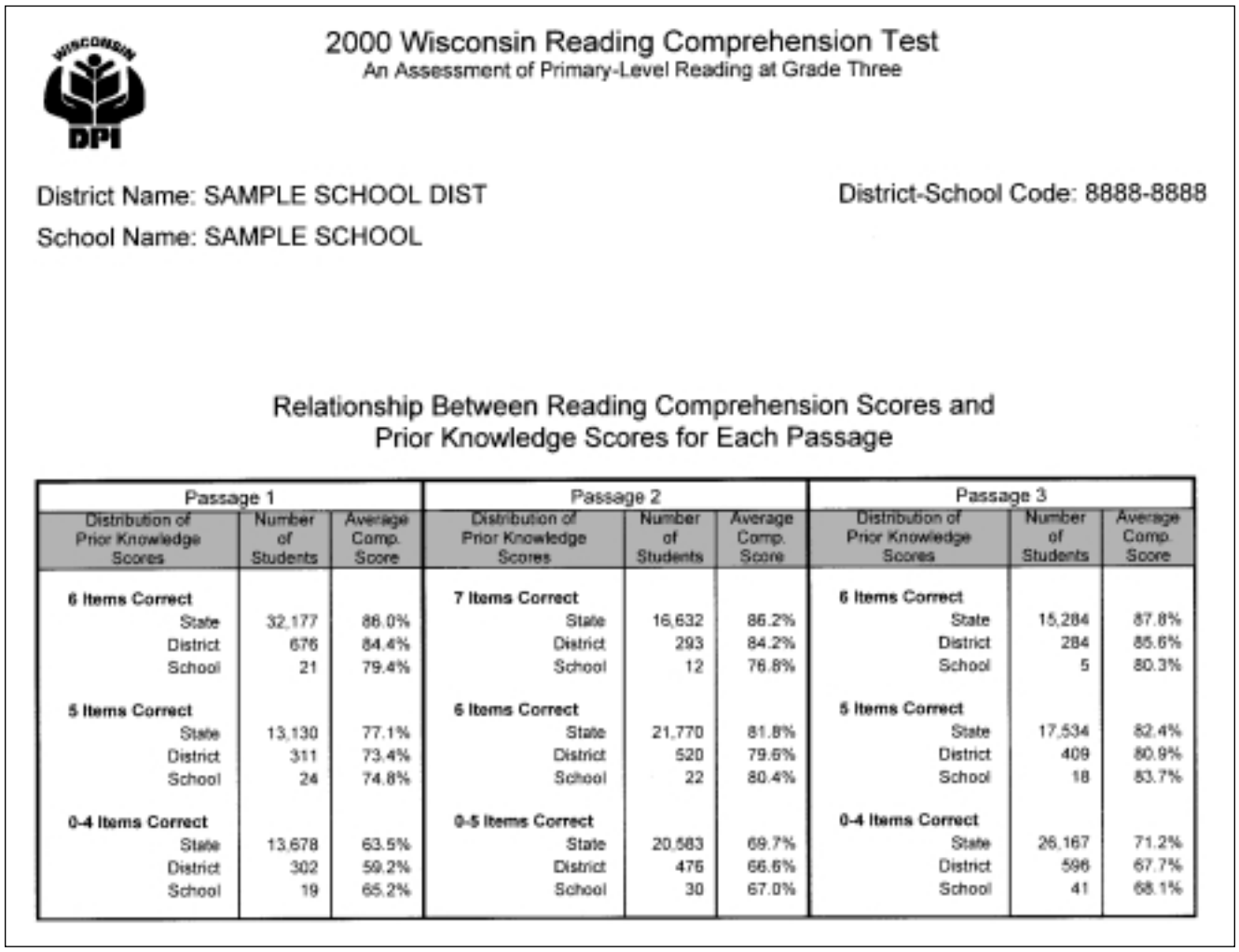
Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

The purpose of this report is to show how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores.

The prior knowledge scores for each of the three passages on the test are broken into three categories. These categories are based on the number of prior knowledge questions that students throughout the state answered correctly.

For Passage 1, the number of students at the state, district, and school levels falling into each of three prior knowledge categories is shown. Students in the top category answered all six of the prior knowledge items correctly. In the example district shown, 676 students answered six items correctly; these students averaged 84.4% correct on the passage. In contrast, the 302 students in the district who answered 0-4 of the prior knowledge questions correctly averaged 59.2% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were seven prior knowledge items for Passage 2 and six prior knowledge items for Passage 3.



2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

District Name: SAMPLE SCHOOL DIST
District-School Code: 8888-8888
School Name: SAMPLE SCHOOL

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

Passage 1			Passage 2			Passage 3		
Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score
6 Items Correct			**7 Items Correct**			**6 Items Correct**		
State	32,177	86.0%	State	16,632	86.2%	State	15,284	87.8%
District	676	84.4%	District	293	84.2%	District	284	85.6%
School	21	79.4%	School	12	76.8%	School	5	80.3%
5 Items Correct			**6 Items Correct**			**5 Items Correct**		
State	13,130	77.1%	State	21,770	81.8%	State	17,534	82.4%
District	311	73.4%	District	520	79.6%	District	409	80.9%
School	24	74.8%	School	22	80.4%	School	18	83.7%
0-4 Items Correct			**0-5 Items Correct**			**0-4 Items Correct**		
State	13,678	63.5%	State	20,583	69.7%	State	26,167	71.2%
District	302	59.2%	District	476	66.6%	District	596	67.7%
School	19	65.2%	School	30	67.0%	School	41	68.1%

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

The purpose of this report is to show how students' responses to the reading strategy questions relate to the students' reading comprehension scores.

The reading strategy scores for each of the passages on the test are broken into three categories. These categories are based on the number of reading strategy questions that students throughout the state answered correctly.

For the first passage, the number of students at the state, district, and school levels falling into each of three categories is shown. Students in the top category correctly answered five of the reading strategy items for Passage 1. In the example district shown, 632 students answered five items correctly; these students' average comprehension score on the passage was 83.4% correct. The 241 students who answered 0-3 items correctly had an average comprehension score on the passage of 57.1% correct.

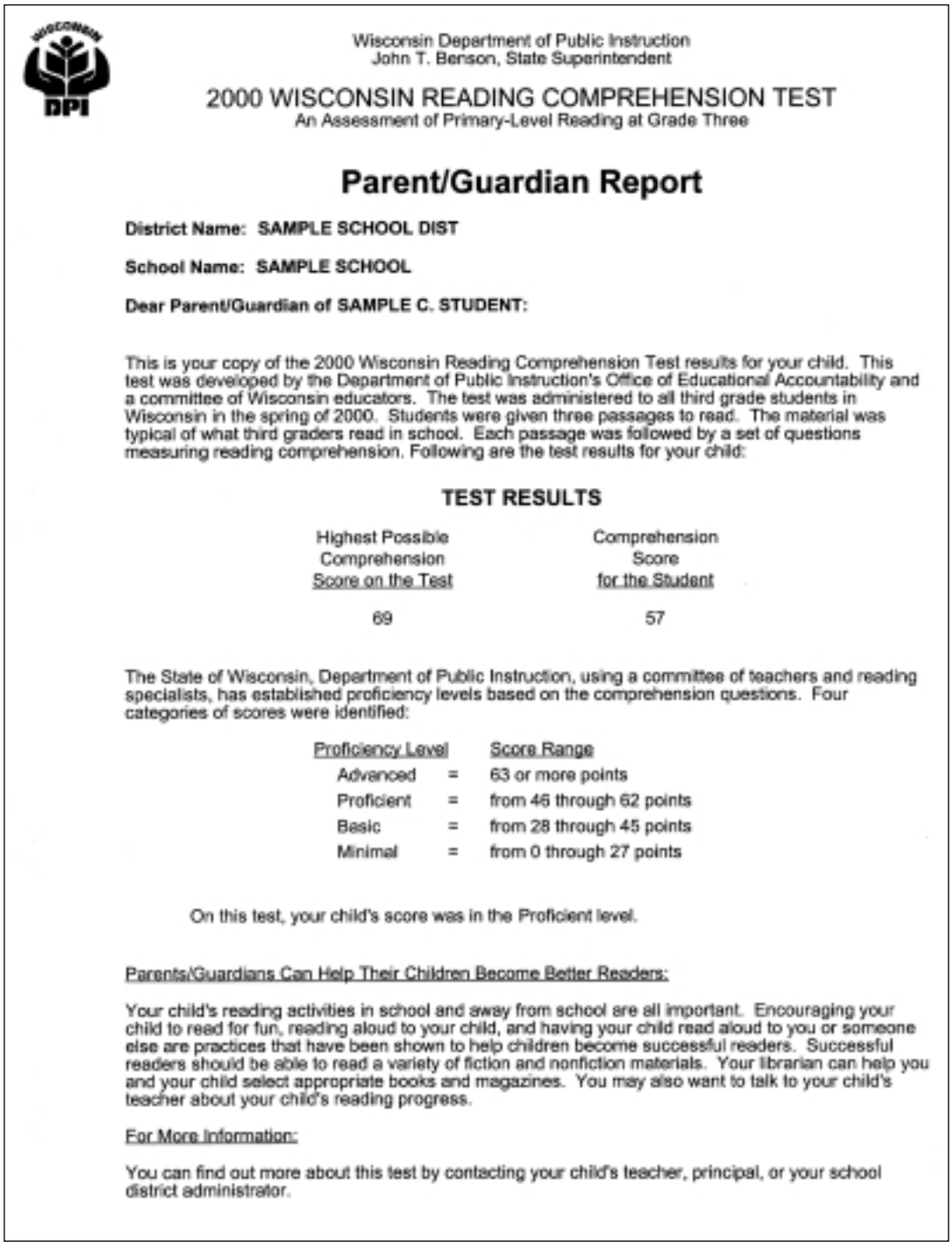
The figures for Passages 2 and 3 are interpreted similarly. There were seven strategy items for Passage 2 and five strategy items for Passage 3.

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

Passage 1			Passage 2			Passage 3		
Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score
5 Items Correct			**7 Items Correct**			**5 Items Correct**		
State	31,766	85.6%	State	29,545	86.6%	State	27,295	86.9%
District	632	83.4%	District	513	85.1%	District	559	84.9%
School	34	76.8%	School	28	81.6%	School	17	80.7%
4 Items Correct			**6 Items Correct**			**4 Items Correct**		
State	17,385	77.6%	State	15,647	78.9%	State	16,630	79.2%
District	416	75.2%	District	360	75.4%	District	360	76.9%
School	20	72.8%	School	18	75.5%	School	26	76.4%
0-3 Items Correct			**0-5 Items Correct**			**0-3 Items Correct**		
State	9,834	59.2%	State	13,793	62.0%	State	15,060	63.6%
District	241	57.1%	District	316	58.5%	District	370	61.2%
School	10	63.2%	School	18	58.7%	School	21	63.8%

Parent/Guardian Report

Districts receive one Parent/Guardian Report for each child who was tested. *Districts are not required by Standard (r) to report each child's results to the parent(s) or guardian(s).* However, districts may wish to do so. For this reason, reports for each child were provided in Shipment #1.



Wisconsin Department of Public Instruction
John T. Benson, State Superintendent

2000 WISCONSIN READING COMPREHENSION TEST
An Assessment of Primary-Level Reading at Grade Three

Parent/Guardian Report

District Name: SAMPLE SCHOOL DIST

School Name: SAMPLE SCHOOL

Dear Parent/Guardian of SAMPLE C. STUDENT:

This is your copy of the 2000 Wisconsin Reading Comprehension Test results for your child. This test was developed by the Department of Public Instruction's Office of Educational Accountability and a committee of Wisconsin educators. The test was administered to all third grade students in Wisconsin in the spring of 2000. Students were given three passages to read. The material was typical of what third graders read in school. Each passage was followed by a set of questions measuring reading comprehension. Following are the test results for your child:

TEST RESULTS

Highest Possible Comprehension Score on the Test	Comprehension Score for the Student
69	57

The State of Wisconsin, Department of Public Instruction, using a committee of teachers and reading specialists, has established proficiency levels based on the comprehension questions. Four categories of scores were identified:

Proficiency Level		Score Range
Advanced	=	63 or more points
Proficient	=	from 46 through 62 points
Basic	=	from 28 through 45 points
Minimal	=	from 0 through 27 points

On this test, your child's score was in the Proficient level.

Parents/Guardians Can Help Their Children Become Better Readers:

Your child's reading activities in school and away from school are all important. Encouraging your child to read for fun, reading aloud to your child, and having your child read aloud to you or someone else are practices that have been shown to help children become successful readers. Successful readers should be able to read a variety of fiction and nonfiction materials. Your librarian can help you and your child select appropriate books and magazines. You may also want to talk to your child's teacher about your child's reading progress.

For More Information:

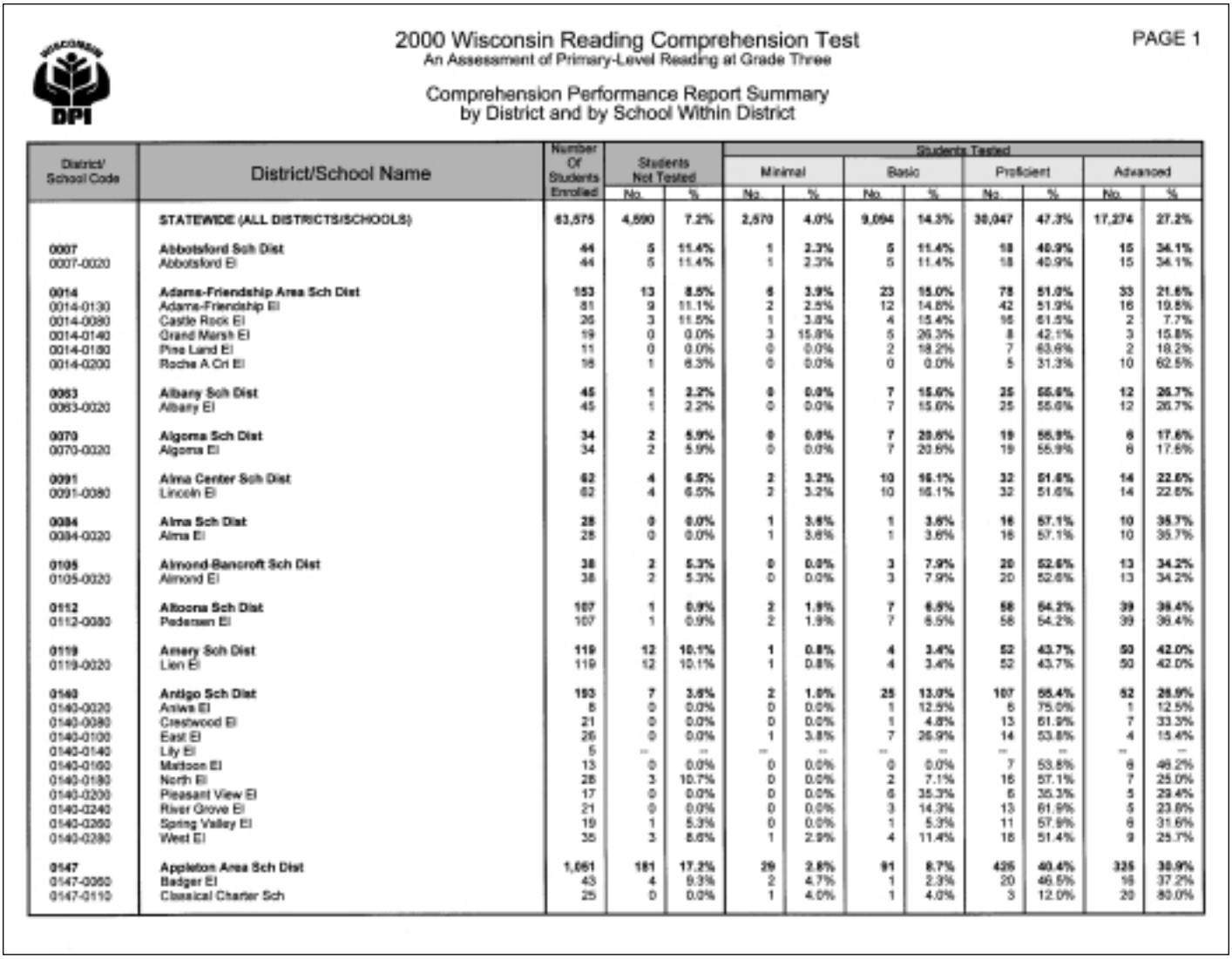
You can find out more about this test by contacting your child's teacher, principal, or your school district administrator.

Under the heading called Test Results, is shown the comprehension score for the student. Also shown is the highest possible score.

A student's score is classified into one of four levels of proficiency: Advanced, Proficient, Basic, or Minimal. For example, a student must have a comprehension score of 63 or more to score in the Advanced level. The performance of a student who received a score of 46 through 62 is in the Proficient level. A score of 28 through 45 is in the Basic level, and a score of 0-27 is in the Minimal level.

Comprehension Performance Report Summary
by District and by School Within District

This report is an alphabetical listing of all Wisconsin school districts and schools within each district showing the numbers and percents of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels. Also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested. In schools or districts in which the number of third grade students enrolled is five or fewer, results are not presented in order to protect the privacy of those students. In these cases, dashes appear in the data columns.



2000 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

PAGE 1

Comprehension Performance Report Summary
by District and by School Within District

District/ School Code	District/School Name	Number Of Students Enrolled	Students Not Tested		Students Tested							
					Minimal		Basic		Proficient		Advanced	
			No.	%	No.	%	No.	%	No.	%	No.	%
	STATEWIDE (ALL DISTRICTS/SCHOOLS)	**63,575**	**4,590**	**7.2%**	**2,570**	**4.0%**	**9,094**	**14.3%**	**30,047**	**47.3%**	**17,274**	**27.2%**
0007	**Abbotsford Sch Dist**	**44**	**5**	**11.4%**	**1**	**2.3%**	**5**	**11.4%**	**18**	**40.9%**	**15**	**34.1%**
0007-0020	Abbotsford El	44	5	11.4%	1	2.3%	5	11.4%	18	40.9%	15	34.1%
0014	**Adams-Friendship Area Sch Dist**	**153**	**13**	**8.5%**	**6**	**3.9%**	**23**	**15.0%**	**78**	**51.0%**	**33**	**21.6%**
0014-0130	Adams-Friendship El	81	9	11.1%	2	2.5%	12	14.8%	42	51.9%	16	19.8%
0014-0080	Castle Rock El	26	3	11.5%	1	3.8%	4	15.4%	16	61.5%	2	7.7%
0014-0140	Grand Marsh El	19	0	0.0%	3	15.8%	5	26.3%	8	42.1%	3	15.8%
0014-0180	Pine Land El	11	0	0.0%	0	0.0%	2	18.2%	7	63.6%	2	18.2%
0014-0200	Roche A Cri El	16	1	6.3%	0	0.0%	0	0.0%	5	31.3%	10	62.5%
0063	**Albany Sch Dist**	**45**	**1**	**2.2%**	**0**	**0.0%**	**7**	**15.6%**	**25**	**55.6%**	**12**	**26.7%**
0063-0020	Albany El	45	1	2.2%	0	0.0%	7	15.6%	25	55.6%	12	26.7%
0070	**Algoma Sch Dist**	**34**	**2**	**5.9%**	**0**	**0.0%**	**7**	**20.6%**	**19**	**55.9%**	**6**	**17.6%**
0070-0020	Algoma El	34	2	5.9%	0	0.0%	7	20.6%	19	55.9%	6	17.6%
0091	**Alma Center Sch Dist**	**62**	**4**	**6.5%**	**2**	**3.2%**	**10**	**16.1%**	**32**	**51.6%**	**14**	**22.6%**
0091-0080	Lincoln El	62	4	6.5%	2	3.2%	10	16.1%	32	51.6%	14	22.6%
0084	**Alma Sch Dist**	**28**	**0**	**0.0%**	**1**	**3.6%**	**1**	**3.6%**	**16**	**57.1%**	**10**	**35.7%**
0084-0020	Alma El	28	0	0.0%	1	3.6%	1	3.6%	16	57.1%	10	35.7%
0105	**Almond-Bancroft Sch Dist**	**38**	**2**	**5.3%**	**0**	**0.0%**	**3**	**7.9%**	**20**	**52.6%**	**13**	**34.2%**
0105-0020	Almond El	38	2	5.3%	0	0.0%	3	7.9%	20	52.6%	13	34.2%
0112	**Altoona Sch Dist**	**107**	**1**	**0.9%**	**2**	**1.9%**	**7**	**6.5%**	**58**	**54.2%**	**39**	**36.4%**
0112-0080	Pedersen El	107	1	0.9%	2	1.9%	7	6.5%	58	54.2%	39	36.4%
0119	**Amery Sch Dist**	**119**	**12**	**10.1%**	**1**	**0.8%**	**4**	**3.4%**	**52**	**43.7%**	**50**	**42.0%**
0119-0020	Lien El	119	12	10.1%	1	0.8%	4	3.4%	52	43.7%	50	42.0%
0140	**Antigo Sch Dist**	**193**	**7**	**3.6%**	**2**	**1.0%**	**25**	**13.0%**	**107**	**55.4%**	**52**	**26.9%**
0140-0020	Aniwa El	8	0	0.0%	0	0.0%	1	12.5%	6	75.0%	1	12.5%
0140-0080	Crestwood El	21	0	0.0%	0	0.0%	1	4.8%	13	61.9%	7	33.3%
0140-0100	East El	26	0	0.0%	1	3.8%	7	26.9%	14	53.8%	4	15.4%
0140-0140	Lily El	5	--	--	--	--	--	--	--	--	--	--
0140-0160	Mattoon El	13	0	0.0%	0	0.0%	0	0.0%	7	53.8%	6	46.2%
0140-0180	North El	28	3	10.7%	0	0.0%	2	7.1%	16	57.1%	7	25.0%
0140-0200	Pleasant View El	17	0	0.0%	0	0.0%	6	35.3%	6	35.3%	5	29.4%
0140-0240	River Grove El	21	0	0.0%	0	0.0%	3	14.3%	13	61.9%	5	23.8%
0140-0260	Spring Valley El	19	1	5.3%	0	0.0%	1	5.3%	11	57.9%	6	31.6%
0140-0280	West El	35	3	8.6%	1	2.9%	4	11.4%	18	51.4%	9	25.7%
0147	**Appleton Area Sch Dist**	**1,061**	**181**	**17.2%**	**29**	**2.8%**	**91**	**8.7%**	**426**	**40.4%**	**335**	**31.9%**
0147-0060	Badger El	43	4	9.3%	2	4.7%	1	2.3%	20	46.5%	16	37.2%
0147-0110	Classical Charter Sch	25	0	0.0%	1	4.0%	1	4.0%	3	12.0%	20	80.0%

Item Analysis

This report shows district-level numbers and percents of students selecting each answer choice for each test question. Note that the sample questions (1, 2, 9, 10, and 11) are not included. Questions 69 and 101 were short-answer questions. For these questions, the number and percent of students receiving a score of “0” are indicated in column “A”, column “B” shows the number and percent of students receiving a score of “1”, column “C” shows the number and percent of students receiving a score of “2”, and column “D” shows the number and percent of students receiving a score of “3”.

2000 Wisconsin Reading Comprehension Test

An Assessment of Primary-Level Reading at Grade Three

Item Analysis

District Name: SAMPLE SCHOOL DIST

District-School Code: 8888-0000

Response		A		B		C		D		Other †	
	Item	No.	%	No.	%	No.	%	No.	%	No.	%
Prior Knowledge	3	12	0.9%	23	1.8%	1,251	97.1%*	-	-	3	0.2%
	4	69	5.3%	67	5.2%	1,153	89.4%*	-	-	1	0.1%
	5	1,089	84.3%*	127	9.8%	62	4.8%	-	-	1	0.1%
	6	34	2.6%	1,125	87.3%*	129	10.0%	-	-	1	0.1%
	7	1,031	80.0%*	110	8.5%	146	11.3%	-	-	2	0.2%
	8	157	12.2%	954	74.0%*	177	13.7%	-	-	1	0.1%
Comprehension	12	17	1.3%	23	1.8%	1,237	96.0%*	12	0.9%	0	0.0%
	13	7	0.5%	1,175	91.2%*	77	6.0%	30	2.3%	0	0.0%
	14	1,180	91.5%*	57	4.4%	24	1.9%	26	2.0%	2	0.2%
	15	58	4.5%	195	8.8%	1,089	82.2%*	54	4.2%	2	0.2%
	16	1,180	91.5%*	30	2.8%	54	4.2%	28	2.2%	1	0.1%
	17	61	4.7%	286	16.8%	170	13.2%	848	65.8%*	4	0.3%
	18	156	12.1%	840	65.2%*	56	4.3%	225	17.5%	12	0.9%
	19	57	4.4%	52	4.0%	89	6.9%	1,079	83.7%*	12	0.9%
	20	39	3.0%	1,158	89.8%*	81	4.8%	76	5.9%	16	1.2%
	21	687	53.3%*	70	5.4%	295	15.9%	311	24.1%	16	1.2%
	22	137	10.6%	99	7.6%	53	4.1%	983	76.3%*	18	1.4%
	23	52	4.0%	43	3.3%	140	10.9%	1,043	80.9%*	11	0.9%
	24	80	6.2%	993	77.0%*	75	5.8%	126	9.8%	15	1.2%
	25	65	5.0%	75	5.8%	979	75.7%*	150	11.6%	23	1.8%
	26	176	13.7%	110	8.5%	170	13.2%	817	63.4%*	16	1.2%
	27	62	4.8%	924	71.7%*	119	9.2%	170	13.2%	17	1.3%
	28	997	77.3%*	110	8.5%	92	7.1%	85	6.6%	25	1.9%
	29	38	2.9%	1,086	84.3%*	53	4.1%	110	8.5%	2	0.2%
	30	217	16.8%	90	7.0%	998	69.7%*	80	6.2%	4	0.3%
	31	69	5.4%	140	10.9%	1,032	80.1%*	42	3.3%	6	0.5%
	32	75	5.8%	238	18.5%	190	14.7%	780	60.5%*	6	0.5%
	33	1,088	85.2%*	84	6.6%	44	3.4%	54	4.2%	9	0.7%
Reading Strategy	34	28	2.2%	24	1.9%	1,239	95.8%*	-	-	1	0.1%
	35	1,125	87.3%*	70	5.4%	92	7.1%	-	-	2	0.2%
	36	1,144	88.8%*	51	4.0%	93	7.2%	-	-	1	0.1%
	37	35	2.7%	110	8.5%	1,143	88.7%*	-	-	1	0.1%
	38	178	13.8%	784	61.6%*	318	24.7%	-	-	2	0.2%
Prior Knowledge	39	1,250	97.0%*	18	1.4%	20	1.6%	-	-	1	0.1%
	40	374	29.0%	371	28.8%	543	42.1%*	-	-	1	0.1%
	41	47	3.6%	28	2.2%	1,213	94.1%*	-	-	1	0.1%
	42	69	5.3%	1,184	91.9%*	36	2.8%	-	-	1	0.1%
	43	37	2.8%	1,186	92.7%*	56	4.3%	-	-	1	0.1%
	44	865	67.1%*	103	8.0%	319	24.7%	-	-	2	0.2%
	45	120	9.3%	1,081	82.3%*	91	7.1%	-	-	17	1.3%
Comprehension	46	50	3.9%	1,046	81.1%*	51	4.0%	141	10.9%	1	0.1%
	47	33	2.6%	21	1.6%	1,221	94.7%*	14	1.1%	0	0.0%
	48	23	1.8%	30	2.3%	183	14.2%	1,053	81.7%*	0	0.0%
	49	661	51.3%*	51	4.0%	264	20.5%	313	24.3%	0	0.0%
	50	47	3.6%	51	4.0%	1,134	88.0%*	55	4.3%	1	0.1%
	51	205	15.9%	804	62.4%*	101	7.8%	178	13.7%	3	0.2%
	52	133	10.3%	95	7.4%	184	14.3%	877	68.0%*	0	0.0%
	53	762	59.1%*	206	16.0%	119	9.2%	202	15.7%	0	0.0%
	54	410	31.8%*	68	5.3%	85	6.6%	717	55.6%*	9	0.7%
	55	560	43.4%*	163	12.6%	273	21.2%	293	22.7%	0	0.0%
	56	73	5.7%	133	10.3%	67	5.2%	1,009	78.3%*	7	0.5%

Response		A		B		C		D		Other †	
	Item	No.	%	No.	%	No.	%	No.	%	No.	%
Comprehension	57	175	13.6%	77	6.0%	983	76.1%*	124	9.6%	10	0.8%
	58	200	15.5%	891	69.1%*	43	3.3%	143	11.1%	12	0.9%
	59	1,110	86.1%*	106	8.2%	20	1.6%	36	2.8%	17	1.3%
	60	150	11.6%	748	58.0%*	275	21.3%	184	14.1%	12	0.9%
	61	66	5.1%	88	6.7%	53	4.1%	1,070	83.0%*	14	1.1%
	62	1,010	78.4%*	108	8.4%	60	4.7%	95	7.4%	16	1.2%
	63	45	3.5%	1,132	87.8%*	70	5.4%	31	2.4%	11	0.9%
	64	60	4.7%	53	4.1%	176	13.7%	988	76.6%*	12	0.9%
	65	90	7.0%	55	4.3%	1,040	80.7%*	90	7.0%	14	1.1%
	66	58	4.6%	128	9.9%	37	2.1%	1,063	82.5%*	12	0.9%
	67	114	8.8%	747	58.0%*	82	6.4%	334	25.9%	12	0.9%
	68	1,057	82.0%*	42	3.3%	110	8.5%	54	4.2%	20	1.6%
	69‡	133	10.3%	171	13.3%	685	53.1%	300	23.3%	0	0.0%
Reading Strategy	70	155	12.0%	991	76.9%*	143	11.1%	-	-	0	0.0%
	71	62	4.8%	33	2.6%	1,194	92.6%*	-	-	0	0.0%
	72	60	4.7%	1,167	90.5%*	62	4.8%	-	-	0	0.0%
	73	1,044	81.0%*	112	8.7%	133	10.3%	-	-	0	0.0%
	74	39	3.0%	37	2.9%	1,211	93.9%*	-	-	2	0.2%
	75	121	9.4%	1,038	80.5%*	128	9.9%	-	-	2	0.2%
	76	1,109	86.0%*	66	5.0%	113	8.8%	-	-	2	0.2%
Prior Knowledge	77	91	4.7%	1,213	94.1%*	14	1.1%	-	-	1	0.1%
	78	349	27.1%	758	58.8%*	181	14.0%	-	-	1	0.1%
	79	102	7.9%	344	26.7%	843	65.4%*	-	-	0	0.0%
	80	737	57.2%*	62	4.8%	489	37.9%	-	-	1	0.1%
	81	959	74.4%*	222	17.2%	107	8.3%	-	-	1	0.1%
	82	35	2.7%	34	2.6%	1,219	94.6%*	-	-	1	0.1%
Comprehension	83	30	2.3%	28	2.0%	53	4.1%	1,179	91.5%*	1	0.1%
	84	7	0.5%	18	1.4%	30	1.6%	1,243	96.4%*	1	0.1%
	85	173	13.4%	86	6.7%	997	76.4%*	122	9.5%	1	0.1%
	86	29	2.2%	61	4.7%	1,182	90.1%*	36	2.8%	1	0.1%
	87	1,010	78.4%*	175	13.6%	30	2.3%	73	5.7%	1	0.1%
	88	75	5.8%	108	8.5%	91	7.1%	1,011	78.4%*	3	0.2%
	89	42	3.3%	1,128	87.5%*	39	3.0%	80	6.2%	0	0.0%
	90	86	6.7%	29	2.2%	1,087	84.3%*	86	6.7%	2	0.2%
	91	1,022	79.3%*	72	5.6%	84	6.5%	104	8.1%	7	0.5%
	92	58	4.5%	56	4.3%	1,058	82.1%*	115	8.9%	2	0.2%
	93	1,060	82.2%*	52	4.0%	75	5.8%	96	7.4%	6	0.5%
	94	56	4.5%	1,077	83.6%*	82	6.4%	59	4.6%	13	1.0%
	95	54	4.2%	85	6.6%	37	2.9%	1,113	86.3%*	0	0.0%
	96	970	75.3%*	68	5.3%	133	10.3%	114	8.8%	4	0.3%
	97	53	4.1%	55	4.3%	45	3.5%	1,130	87.7%*	6	0.5%
	98	130	10.1%	1,019	79.1%*	67	5.2%	71	5.5%	2	0.2%
	99	65	5.0%	913	70.8%*	146	11.3%	162	12.6%	3	0.2%
	100	49	3.8%	73	5.7%	1,078	83.6%*	82	6.4%	7	0.5%
	101‡	280	22.9%	241	19.7%	262	21.9%	478	39.9%	0	0.0%
Reading Strategy	102	139	10.8%	1,057	82.0%*	93	7.2%	-	-	0	0.0%
	103	985	76.2%*	71	5.5%	313	24.3%	-	-	0	0.0%
	104	52	4.0%	61	4.7%	1,178	91.2%*	-	-	0	0.0%
	105	1,025	79.5%*	98	7.6%	166	12.9%	-	-	0	0.0%
	106	95	7.6%	975	75.6%*	215	16.7%	-	-	1	0.1%

A dash (-) indicates this response was not an option for this item.
Sample questions are not included in this report (items 1, 2, 9, 10, & 11).
‡ Items 69 and 101 are short answer items. For these items 'A' = '0', 'B' = '1', 'C' = '2', and 'D' = '3'.

† Number and percent of students who multiply-marked or omitted this item.
* An asterisk (*) indicates the correct response for this item.